Group work for Paper 2 (plus some other advice and requirements)
Chris Potts, Writing 1, Spring 2003
May 5

On the importance of imagination in essay writing

(1) “What we need imagination for is less to “create” a plot or an idea than to make the one that imposes itself on us relevant and resonant: to clothe it in living examples, ally it with suggestive characters, render it in tough or tender or textured prose. This is the real creative work, and here essayist and novelist are on equal turf.” —Nehring, Cristina. 2003. Our essays, ourselves: In defense of the Big Idea. Harper’s Magazine, May 2003 (p. 83).

Requirements for the next paper

(2) a. Page numbers on all pages.
    b. The date of submission at the top.
    c. The draft number at the top.
    d. A list of references immediately following the end of the essay. (No need to start a new page for this.)

Group work for today

(3) a. Formulate three questions about your draft that you would like your peer readers to help you answer.
    b. Describe your topic and your paper’s basic findings to your peer readers. Give them a chance to ask probing questions. Take notes.
    c. Give a draft of your paper to each of your peer readers.
    d. Read your peers’ papers carefully without making notes in the margins or performing small-scale corrections.
    e. Give your questions to your peer readers.
    f. Answer your peer readers’ questions, in writing.

For Thursday, by 1 pm

Revise your rough draft with your peer readers’ comments, criticisms, and insights in mind. Send the result of that revision to Chris by 1 pm.
First come, first served, on the drafts of Paper 2

Drafts will trickle in at first. I'll look at them as they arrive. Before Thursday, I’ll probably linger over each because I won’t yet appreciate how many papers I have to look at. Dozens of drafts will arrive at midday on Thursday. I will suddenly feel overwhelmed, hurried.

Do not forget to read Williams’ *Style*, chapter 3 (‘Cohesion’), for Wednesday.

**Natural language objects in your prose**

Always indicate when you are *mentioning* a word, rather than *using* it. This can be done with quotation marks, italics, boldface, underlining, or whatever.

**Confusing to look at, easily misparsed**

(4) He used the word *but* *but* couldn’t be heard.

(5) Ed hopes to make *peace* — he is playing Scrabble and lacks only an *a*.

**Clear, easily processed**

(6) He used the word

\[
\begin{cases}
\text{but} \\
\text{but} \\
\vdots
\end{cases}
\]

but couldn’t be heard.

(7) Ed hopes to make

\[
\begin{cases}
\text{peace} \\
\text{peace} \\
\vdots
\end{cases}
\]

—he is playing Scrabble and lacks only an

\[
\begin{cases}
a \\
a \\
\vdots
\end{cases}
\]